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ABSTRACT

Forty-four secondary school teachers and 43 elementary school teachers were surveyed to determine their reading habits. The survey instrument elicited (1) demographic information, (2) purpose for reading, (3) types and number of books read in a six-month period, (4) types and number of newspapers read, (5) number of professional and nonprofessional magazines read in a month, and (6) amount of time spent in leisure reading. The results showed that both male and female elementary school teachers read primarily for current events. Male secondary school teachers read primarily for self-education, while female teachers read most often for recreation. All of the surveyed teachers had read at least one book in the six-month period, with approximately 75% of the elementary and 60% of the secondary school teachers reading up to ten books during that period. There was no significant difference in the types of books, newspapers, and magazines read by the two groups. Overall, secondary school teachers did more reading than did their elementary school colleagues, especially leisure reading. The findings also revealed that most reading by the two groups was not job related. (FL)

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A SURVEY OF READING HABITS:

ELEMENTARY SCHOOL TEACHERS VS. SECONDARY SCHOOL TEACHERS

By

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Submitted in partial fulfullment of the requirement
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ABSTRACT

Forty-four secondary teachers and forty-three elementary teachers were questioned thru a survey to determine what their reading habits were. It was hypothesized that there would be no significant difference between the two groups, and that most reading was job-related.

Questions to determine age, sex, education, economic and marital status were asked. Types of books as well as the amount read were major indicators. Leisure time activities were noted to cite hours spent per week in common areas of free time.

It was found that although elementary teachers had a higher percentage of attendance in graduate school, where more reading was required, secondary teachers, in fact, did more reading, especially during leisure time. It was also indicated that most reading was not job-related.

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INTRODUCTION

How many Americans read books? According to Bernard Berelson (1949), 25-30% of the American population were book readers, by which he meant they read at least one book a month.

Altho research on the topic of adult reading interests has been conducted, the evidence cited by various authors was often inconclusive and contradictory. On the other hand, some findings have been of educational value.

Anders and Cardell (1977) found in their study of reading habits of adolescents, college students and adults, that the general adult population tended to rely on reading materials as their primary source of news, as opposed to television or radio.

In the survey conducted with elementary and secondary teachers, an examination was made as to preferred leisure time activities. The areas surveyed included radio, television, reading, movies, and any other activity not listed.

Holmes (1977) conducted a survey to determine the reading and library uses of patterns of adults 18 years of age or older in Orem, Utah. One hundred subjects chosen by random sampling techniques were individually questioned by the researcher. A profile of the respondent was compiled by age, sex, marital status, educational level and occupation. Reading patterns were determined based on the purpose of reading, sources of reading materials, and preferences as indicated by

the type of material read. The main purpose of reading for males was found to be for recreation. The next three main reasons were for professional development, self-education and school related. For females, the main purpose for reading was recreation. The other major reasons were for self-education, home-related, and cultural development. Sources of reading material were from the bookstore, then the library, and a loan from a friend. The types of books read by males were religion, history and biography, fiction, science, and business. The types of books read by females were fiction, religion, home-making, history and biography, and social studies. Holmes also found that library users tend to read significantly more books than non-users. She also found that the mean number of books read by her subjects in a six month period of time was 9.9.

To meet the purposal of this study, a questionnaire was distributed to one hundred teachers chosen by random sampling techniques. A profile of the respondents was compiled by age, sex, marital status, educational level, and economic level.

To determine the reading habits of elementary and secondary school teachers, specific criteria were utilized to measure the preferred materials of these two groups. The areas surveyed were, (1) purpose for reading, (2) types and number of books read during a recent period, (3) types and number of newspapers read, (4) professional versus non-professional magazines read during a monthly period, and (5) leisure time activities.

Hypothesis

It was hypothesized that there were no significant differences in the amount and types of reading done by secondary teachers as opposed to elementary teachers.

Secondary hypothesis for the study included the following:

———Participation in advanced study significantly influences teachers' reading habits.

———Teachers' reading habits are primarily job related.

Procedures and Sample

The questionnaire, See Figure 1, was distributed to fifty elementary school teachers and fifty secondary school teachers. Eighty-seven questionnaires were completed and returned.

Results

The sample as noted in Tables I thru IV included seventeen males (nine elementary teachers, eight secondary teachers) and seventy females (thirty-four elementary teachers, thirty-six secondary teachers.)

TABLE I

AGES OF RESPONDENTS

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
AGES	NO.	%	NO.	%	NO.	%	NO.	%
25-30	0	0	4	11.7	1	12.5	9	25.0
31-35	4	44.4	5	17.6	2	25.0	9	25.0
36-40	2	22.2	7	20.6	1	12.5	10	27.7
41-50	1	11.1	10	29.4	3	37.5	4	11.1
51-65	2	22.2	6	17.6	1	12.5	4	11.1
66 or older	0		1	2,9	0		0	

TABLE II

EDUCATIONAL STATUS

	ELEMENTARY				SECONADARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
4 yrs. of college	2	22.2	11	32.3	4	50	20	55.5
Technical School							1	2.7
Graduate School	7	77.7	23	67.6	4	50	15	41.6

TABLE III

ECONOMIC STATUS

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
10,001-15,000	1	11.1	5	14.7	1	12.5	11	30.5
15,001-20,000	4	44.4	12	35.2	1	12.5	11	30.5
20,001-30,000	2	22.2	17	50.0	6	75.0	10	27.7
30,001 & above	2	22.2					4	11.1

TABLE IV

MARITAL STATUS

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Single	2	22.2	4	11.7	0		11	30.5
Married	3	33.3	17	50.0	3	37.5	14	38.8
Married w/ Kids	4	44.4	9	26.4	4	62.5	6	16.6
Divorce/Separated			1	2.9	0		3	8.3
Widowed			3	8.8	0		1	2.7

It included adults between the ages of twenty-five and sixty-six or older with an equal distribution among all ages surveyed. All respondents completed four years of college with a majority having attended graduate school. The number of married respondents over single

respondents ranged 2 to 1. The income level of the sample ranged from $10,000 per year to $30,000 and above. An equal distribution fell between the $10,00 to $30,000 range.

The main purpose for reading, as shown in Table V, was found to be self-education (38.2%) for female elementary teachers and 50% for male

TABLE V

MAIN PURPOSES FOR READING

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Self Ed	3	33.3	13	38.2	4	50.0	5	13.8
College	0		0		0		2	5.5
Professional	2	22.2	4	11.7	0		6	16.6
Home	0		1	2.9	0		1	2.7
Recreation	0		8	23.5	3	37.5	12	33.3
Cultural	0		2	5.8	0		0	
Current Events	4	44.4	3	8.8	1	12.5	8	22.2
Other			3	8.8			2	5.5

secondary teachers. Female secondary teachers' main purpose for reading was recreation (33.3%) while male elementary teachers' empnasized current events (44.4%).

In response to question 3, TABLE VI, 100% of the sample indicated that they have read at least one book in the last six months. Seventy-four point four (74.4) percent of the forty-three elementary teachers

TABLE VI

TOTAL NUMBER OF BOOKS READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
0-10	8	88.8	23	67.6	3	37.5	23	68.8
11-20	1	11.1	4	11.7	2	25.0	5	13.8
21-30	0		3	8.8	1	12.5	4	11.1
31-40	0		2	5.8	1	12.5	0	
41-50	0		1	2.9	0		3	8.3
51 plus	0		1	2.9	1	12.5	1	2.7

(both male and female) had read up to ten books during the period, while only 59.8% of the forty-four (44) secondary teachers surveyed, male and female alike, had read at least the same amount.

One female elementary teacher read more than 50 books during a six month period. On the secondary level, one male and one female read more than 50 books during the same period.

The types of books read most often by elementary teachers as indicated in Table VII were religious, homemaking, or textbooks. Secondary teachers also read textbooks, and fiction most often. Homemaking

TABLE VII

TYPES OF BOOKS READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Bible	1	11.1	15	44.1	2	25.0	5	13.8
Nat-Phys	1	11.1	1	2.9	2	25.0	2	5.5
Religion	2	22.2	6	17.6	1	12.5	2	5.5
Social Sci.	1	11.1	5	14.7	0		2	5.5
Hist-Geo	0		4	8.8	1	12.5	2	5.5
Health	1	11.1	9	26.4	1	12.5	1	2.7
Gen Ref	1	11.1	10	29.4	0		6	16.6
Mystery	0		4	11.7	1	12.5	1	2.7
Auto-Bio	0		2	5.8	0		3	8.3
Financial	1	11.1	5	14.7	0		1	2.7
Fine Arts	0		1	2.9	1	12.5	0	
Hobbies	2	22.2	5	14.7	2	25.0	4	11.1
Sex	0		2	5.8	0		1	2.7
Literature	0		3	8.8	0		1	2.7
Romance	0		3	8.8	0		2	5.5
Sci Fi	1	11.1	1	2.9	0		1	2.7
Short Story	0		8	12.5	1	12.5	4	11.1
Language	1	11.1	4	11.7	0		2	5.5
Homemaking	1	11.1	18	52.9	0		6	16.6
Business	0		4	11.7	0		1	2.7

TABLE VII (con't)

TYPES OF BOOKS READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Text	3		13	38.2	4	50.0	14	38.8
Fiction	0	33.3	10	29.4	1	12.5	9	25.0
Other	0		0	5.8				

and general reference books were also popular types of books read among secondary teachers.

The types of books read most often by elementary and secondary males were religious, textbooks and having to do with hobbies. While natural and physical science was also a favortie type of book read by male teachers on the secondary level.

Approximately one-third of the secondary female teachers read textbooks and fiction most often, with no other types of book mentioned in the survey as well read.

Female elementary teachers, 52.9%, read books dealing with home-making most often, while 44.1% also read the Bible.

All of the elementary and secondary teachers surveyed read at least one newspaper.

Sections of the newspaper read most frequently, as noted in Table VIII, by elementary female teachers, were state and local news, national and international news, and editorials. Both male elementary and secondary teachers read national and international news, state and

TABLE VIII

SECTION OF NEWSPAPER READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Nat/Int	7	77.7	22	64.6	7	87.5	18	50.0
State/Local	6	66.6	30	88.3	7	87.5	18	50.0
Editoral	4	44.4	17	50.0	3	37.5	4	11.1
Sports	6	66.6	4	11.7	5	62.5	8	22.2
Comics	0		8	23.5	3	37.5	7	19.4
Society	0		6	17.6	0		1	2.7
Financial	4	44.4	4	11.6	2	25.0	4	11.1
Ads	3	33.3	14	41.6	3	37.5	6	16.6
Want Ads	0		5	14.7	1	12.5	3	8.3
Other	1	11.1	3	8.8	0		6	16.6

local news and sports sections of the newspaper most often.

Secondary female teachers read national and international news and state and local news most often.

Seventy-three percent of all teachers surveyed read the New York Times, as indicated in Table IX.

TABLE IX

NEWSPAPERS READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
N. Y. Times	7	77.7	24	70.2	7	87.5	23	63.8
N. Y. Post	1	11.1	5	14.7	0		0	
Daily News	2	22.2	14	41.1	4	50.0	4	11.1
Wall Street Journal	3	33.3	2	5.8	1	12.5	4	11.1
Star Ledger	9	100.0	32	94.1	6	75.0	21	58-3
Local	5	55.5	19	55.8	3	37.5	28	77.7

Forty-one, of forty-three elementary teachers (94.4%) read the Star Ledger, while twenty-seven out of forty-four (62.1%) secondary teachers read the same paper. Fifty-five out of eighty-seven teachers (66%) read a local newspaper, 57.6% at the elementary level and 71.3% at the secondary level.

TABLE X

NUMBER OF MAGAZINES READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
0		11.1	2	5.8			4	11.1
1	1	11.1						

TABLE X (con't)

NUMBER OF MAGAZINES READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
2	1	11.1	5	14.7			2	5.5
3			4	11.7	1	12.5	6	16.6
4			8	23.5	1	12.5	7	19.4
5	3	33.3	7	20.5	2	25.0	6	16.6
6	3	33.3	3	8.8	2	25.0	3	8.3
7			1	2.9	1	12.5		
8	1	11.1	2	5.8	1	12.5	2	5.5
9			1	2.9			1	2.7
10			1	2.9			2	5.5
10+							2	5.5

In response to the question on the number of magazines read per month, an average amount for elementary teachers ranged between two and five. For secondary teachers, the average number of magazines read ranged between three and five.

TABLE XI

TYPES OF MAGAZINES READ

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
News	3	33.3	11	32.3	4	50.0	12	33.3
Women and Home	0		12	35.2	0		13	36.1
Sports	2	22.2	1	2.9	0		4	11.1
Media	1	11.1	4	11.7	2	25.0	4	11.1
Science	0		0		2	25.0	4	11.1
Home & Gardens	4	44.8	8	23.5	1	12.5	8	22.2
Auto	3	33.3	1	2.9	3	37.5	0	
Religion	3	33.3	8	23.5	2	25.0	3	8.3
Trade Journals	2	22.2	2	5.8	1	12.5	4	11.1
Family	1	11.1	6	17.6	1	12.5	3	8.3
Fashion	0		10	29.4	0		4	11.1
Finances/Business	2	22.2	2	5.8	1	12.5	2	5.5
Health	2	22.2	6	17.6	1	12.5	1	2.7
Hobbies	0		6	17.6	1	12.5	1	2.7
Literature/Politics	1	11.1	5	14.7	1	12.5	3	8.3
Romance	0		2	5.8	0		2	5.5
Travel	1	11.1	2	5.8	0		2	5.5
NEA	0		7	20.5	4	50.0	10	27.7
NJEA	0		6	17.6	4	50.0	10	27.7
Other	2	22.2	10	29.4	1	12.5	17	47.2

The types of magazines read frequently by male elementary and secondary teachers were news and auto. Elementary males also read magazines dealing with religion and home and garden, while secondary males read the education association magazines on the state and local levels.

Elementary female teachers read news and women/home magazines with a fairly high interest in fashion. Female secondary teachers also read news and women/home magazines most frequently, but almost as frequently, the association magazines on state and national levels, were read.

Twenty-nine elementary teachers spent at least one hour per day reading for pleasure, as seen in Table XII, while twenty elementary

TABLE XII

AVERAGE TIME READING PER WEEK

		ELEMENTARY				SECONDARY			
		MALE		FEMALE		MALE		FEMALE	
	HOURS PER WEEK	NO.	%	NO.	%	NO.	%	NO.	%
Pleasure	1	2	22.2	8	23.5	4	50.0	17	47.2
	2	4	44.4	15	44.1	1	12.5	11	30.5
	3	2	22.2	2	5.8	1	12.5	0	
	4	0		4	11.7	1	12.5	0	
	5	0		4	11.7	1	12.5	5	13.8
Work	1	6	66.6	5	14.7	4	50.0	19	52.7
	2	2	22.2	7	20.5	2	25.0	4	11.1
	3	1	11.1	4	11.7	0		1	2.7
	4	0		3	8.8	0		2	5.5

TABLE XII (con't)

AVERAGE TIME READING PER WEEK

		ELEMENTARY				SECONDARY			
		MALE		FEMALE		MALE		FEMALE	
	HOURS PER WEEK	NO.	%	NO.	%	NO.	%	NO.	%
Work (con't)	5	0		5	14.7	1	12.5	2	5.5
College	1	0		6	17.6	0		3	8.3
	2	1	11.1	7	20.5	1	12.5	1	2.7
	3	0		0		0		1	2.7
	4	0		3	8.8	0		0	
	5	0		1	2.9	0		1	2.7
Other	1	0			2.9	0		3	8.3
	2	0		1	2.9	0		2	5.5
	3	1	11.1	3	8.8	0		0	
	4	0		0		0		0	
	5	0		1	2.9	0		0	

teachers read on hour of work-related material each day.

The majority of responses given by elementary teachers for leisure time activities as noted in Table XIII was the radio for females (61.7%) and television for the males (66.6%).

TABLE XIII

LEISURE TIME ACTIVITIES

	ELEMENTARY				SECONDARY			
	MALE		FEMALE		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%
Radio	4	44.4	21	61.7	4	50.0	17	47.2
T. V.	6	66.6	10	29.4	6	75.0	20	55.5
Reading	1	11.1	6	17.6	5	62.5	23	63.8
Movies	0		1	2.9	0		7	19.4
Other	1	11.1	4	11.7	2	25.0	4	11.1

The majority of males (75%) on the secondary level spent their leisure time watching television, while 63.8% of the females read.

The reasons for choosing radio as a leisure time activity was "that you could do other things while still getting valuable information." Television was choosen as a leisure time activity because it was "totally relaxing" and "no thinking or brain power was necessary."

Reasons for reading a book were, "it is relaxing," "very informative," and "provides a multiple choice of selection."

Thirty-three secondary teachers read material which was pleasureable at least one hour per day and twenty-nine secondary teachers read work-related material at least one hour per day.

CONCLUSIONS AND IMPLICATIONS

The results of the survey indicated that the main purposes for reading of elementary teachers, both male and female, were current events, self-education and recreation, in that order. However, secondary teachers indicated self-education as the main purpose of reading for males, followed by recreation and current events. Female secondary teachers cited recreational reading as the main purpose, followed by current events and professional reading.

The results indicated that 100% of all teachers, both elementary and secondary, read at least one (1) book during a six-month period, while 74.4% of the elementary teachers read up to ten (10) books in six months, and 59.8% of the secondary teachers read the same amount. Elementary teachers appear to be more involved in reading than are secondary teachers.

The result of the survey of types of books read indicated that homemaking was a common denominator for both groups of the female teachers. Furthermore, both elementary and secondary males read textbooks and books dealing with hobbies most often. This information implied no significant difference between the types of books read by elementary and secondary teachers.

There was a greater amount of interest among male secondary teachers in National/International News as well as State/Local News, but the reverse is true for the female respondents; more elementary teachers expressed an interest in those areas. Sports command a large interest for males at both levels, while of only low interest to female teachers. Female elementary and secondary teachers expressed minimal interest in

comics, while male elementary teachers expressed no interest whatsoever, and male secondary teachers expressed some interest in this area. All respondents expressed interest in financial news, with male elementary teachers showing the greatest interest. Female elementary teachers (41.6%) expressed the greatest interest in newspaper advertising, while all others showed some interest, but not to this extent. Based on the evidence compiled, one may conclude that all male teachers read more National/International News than female teachers. At least fifty (50) percent of all teachers read State/Local News. It is further evident that seventy-three (73) percent of all teachers read The New York Times. However, since 100% of male elementary teachers, 94.1% of female elementary teachers, and 75% of male secondary teachers read the Star Ledger, a reasonable conclusion would be that the respondents are primarily concerned with news at the state level.

Male secondary teachers reported very specific preferences in types of magazines read. A large percentage indicated a preference for news and professional magazines, specifically the NEA and NJEA Journals. To the contrary, no male elementary teachers reported reading either of these professional journals. Both female elementary and secondary teachers read magazines pertaining to women and the home. Female elementary teachers displayed a greater interest in fashion, while female secondary teachers expressed greater interest in the NEA and NJEA Journals. Therefore, it appears that secondary teachers on the whole, exhibit greater interest in professional reading than do elementary teachers.

Female teachers far exceed male teachers in hours spent reading

per week. Male teachers indicated more reading time spent for work than for pleasure. Conversely, female teachers devoted more reading time for pleasure than for work. This data further supports the conclusion that female teachers reading interests lie in the area of pleasure rather than work related material.

Television as a leisure time activity, was pursued by fifty (50) percent of the population, excluding female elementary school teachers, whose major leisure time activity was listening to the radio. Neither group of elementary or secondary teachers chose reading as their primary leisure time activity. However, 64.4% of all secondary teachers enjoyed reading as a leisure time activity while 16.2% of elementary teachers chose reading as a leisure time activity.

While there is no discernable difference in the reading habits of elementary and secondary teachers regarding newspapers and magazines, the data indicates a greater emphasis on professional reading by secondary teachers. Although secondary teachers chose reading as a leisure time activity more often than did elementary teachers, the latter proved to have read a greater number of books overall in a six-month period. These broad-based conclusions, therefore, would appear to support the original hypothesis that there would be no significant difference in the reading habits of elementary teachers and secondary teachers.

The results also indicated a rejection of the secondary hypothesis which stated that teachers' reading habits were job-related. Only 14.4% of elementary teachers and 13.8% of secondary teachers read for professional reasons. It is concluded, therefore, that the majority of teachers read mainly for self-education and current events.

Further studies should be conducted in this field to determine if the reading habits of teachers on all education levels has any direct influence upon their students and/or reading approaches.

Figure 1

1. What are your main purposes for reading? (Check as many that apply and rank in order of importance with Rank 1, most important, 2 next in importance, etc.)

_____a. self-education

_____b. college assignment

_____c. help with porfessional resporsibilities

_____d. home related

_____e. recreation

_____f. cultural

_____g. current events

_____h. other (specify)_____

2. Remembering the books you have read in the last six months, where did you get the books from?

_____a. bookstore

_____b. library

_____c. loan from a friend

_____d. book club

_____e. own collection

_____f. other (specify)_____

3. How many books have you read in the last six months?

_____

4. Indicate the number of books read, where applicable.

_____a. self-education

_____b. college assignment

_____c. help with professional responsibilities

_____d. home related

_____e. recreation

_____f. cultural

_____g. current events

_____h. other (specify)_____

5. Please check how often you may read these types of books.

TYPES OF BOOKS	WEEKLY	MONTHLY	YEARLY	NEVER
Bible				
Natural and physical science				
Religion (not the Bible)				
Social Science				
History and/or Geography				
Health				
General reference				
Mystery				
Autobiography/ Biography				
Financial				
Fine Arts				
Hobbies and/or do it yourself				
Sex and/or Marriage				
Literature (classical)				
Romance				
Science fiction				
Short Story				
Language				

TYPES OF BOOKS	WEEKLY	MONTHLY	YEARLY	NEVER
Business				
Textbooks				
Fiction or novel (best seller)				
Other (specify)				

6. Do you read a newspaper? Yes____ No____

7. If your answer is Yes, please check how often and what sections of the newspaper you read.

SECTION	ALWAYS	USUALLY	SELDOM	NEVER
National and international news				
State and local news				
Editorials				
Sports				
Comics				
Society				
Financial				
Advertising				
Want Ads				
Other (specify)				

8. Check the newspapers you read.

_____a. The New York Times

_____b. New York Post

_____c. Daily News

_____d. The Wall Street Journal

8. Continued:

_____e. The Star Ledger

_____f. Local (specify) _____

9. How many different magazines do you read monthly?

10. Please check how often you may read these types of magazines.

TYPES OF MAGAZINES	ALWAYS	USUALLY	SELDOM	NEVER
News				
Women and Homemaking				
Sports and Recreation				
Media				
Science				
Home and garden				
Auto and mechanics				
Religion				
Trade Journals				
Family, marriage, child care				
Fashion				
Finance, Business, Industry				
Health				
Hobby				
Literary and/or Political reviews				
Romance and fiction				
Travel				
NEA Journal				

TYPES OF MAGAZINES	ALWAYS	USUALLY	SELDOM	NEVER
NJEA Journal				
Other (specify)				

Other Professional Journals

_____

_____

_____

_____

Other General Magazines

_____

_____

_____

_____

11. In an average week, how much time do you spend reading? (Please give average hours per day for each category)

_____a. pleasure

_____b. work

_____c. college level

_____d. other (specify)

12. Which of the following leisure time activities do you do most often?

_____a. listen to the radio

_____b. watch television

_____c. read a book

_____d. go to the movies

_____e. other (specify)

13. Please give specific reasons why you may participate in one of the above activities more often than another.

_____

_____

_____

14. Are you;

Male_____ Female_____

15. Are you:

Elementary Teacher_____ Secondary Teacher_____

16. Please specify age as of last birthday.

_____ 18 to 24 _____ 36 to 40

_____ 25 to 30 _____ 41 to 50

_____ 31 to 35 _____ 51 to 65

_____ 65 or older

17. Please check the level of formal education you have completed.

_____a. 1 to 3 years of college

_____b. 4 years of college (graduated)

_____c. Technical School

_____d. Graduate School

_____e. Other (specify)

18. Are you:

_____ Single _____ Divorced/Separated

_____ Married _____ Widowed

_____ Married With Children (how many?)_____

19. Please check your personal income level.

_____a. $10,000 to $15,000

_____b. $15,001 to $20,000

_____c. $20,001 to $30,000

_____d. $30,001 and above.

THE RELATED LITERATURE

A SURVEY OF READING HABITS:

ELEMENTARY SCHOOL TEACHERS VS. SECONDARY SCHOOL TEACHERS

The related literature in the area of reading habits is voluminous and quite varied in its areas of research. Therefore, the authors have decided, for the sake of clarity and accuracy, to approach the related literature thematically, with a built-in chronological factor.

Motivations for reading were discovered as early as the 1950's. Wilbur Schramm (1956) reported that people were motivated to read for a variety of reasons. Some of these were: automatic, habitual, down right banal; while others were more intellectual, cultural and more in harmony with what professionals in the field consider "higher potentials" of reading. Schramm concluded that most people liked to read about things they knew about, things they were curious about or things they dreamed or fantasized about.

While motivations for reading are varied, a popular conception exists that more and more people are reading less and less and that most people do not choose to read when alternatives for sources of information and entertainment are available. Mikulecky reported three surveys in the 1976 NRC Yearbook which bear witness to this statement. Ross (1955) reported that only one percent of the adult population completed a book during a year. The Gallup Poll (1969) reported that 58 percent of the population indicated they have "never read, never finished" a book. Meade (1973) cited a Harris Poll which indicated that only 26 percent of all adults read in a book during a 30 day period.

In the 1976 Gallup Organization survey on the role of libraries in America, respondents were asked why they had read their most recent book. More than four of every five (82 percent) said for "their own enjoyment." A far smaller number (13 percent) said for "work and school." The remaining respondents said either for "both reasons" (three percent) or they "didn't know" (two percent).

While Gallup dealt with very general purposes for reading, Susan E. Holmes (1977) found in a survey of adult reading purposes that there was a difference between the reading purposes of males and females. The males' purposes for reading were recreation, professional, self-education and school related. The females' purposes for reading were recreation, self-education, home related and cultural development.

The results of a study by Anders and Cardell (1977) were in striking contrast to the assumption that more and more people are reading less and less. A basic conclusion in this survey of Tucson, Arizona junior high school students was that as they became adults they lost interest or skill and found other sources of information and entertainment easier to utilize. This assumption grew out of data that measured reading habits, self-perceived reading abilities and the ability to retain information in local newspapers. An analysis of the study indicated that junior high school students read more books but fewer magazines and newspapers than the college and adult population groups.

Although Anders and Cardell's study only surveyed one city, it showed that people in Tucson read more than the populations cited by Mikulecky in the 1976 NRC Yearbook.

A survey of the reading habits and attitudes towards newspapers was conducted on a random sampling of 500 persons living in the Oklahoma City metropolitan area. Larkin's (1977) profile of that group's attitude toward news media, particularly newspapers, showed that adults, 21 to 34 years of age, were less newspaper oriented than adults over the age of 35. The 21 to 34 age group used television primarily for entertainment and newspapers for more specific information. This age group considered television more accurate, informative, ethical, easier to use, more relaxing and more essential than newspapers.

A variety of surveys also reported the number of books read and the results vary, largely because of different research parameters and definitions. The Berelson Survey (1948) reported that within the previous six-month period, about one-third (36 percent) of all readers read one to four books, another third (32 percent) read five to fourteen books, and about one-fourth (18 percent) read 15 to 49 books. In addition, there was a heavy reading segment--about one in seven (14 percent) readers--who read 50 or more books in the six month period.

A 1962 survey by Johnstone Adult Education/National Opinion Research Center (NORC) reported findings similar to Berelson's. Slightly higher percentages were recorded

for the number of book readers who read one to four and five to fourteen books during a six-month period, and slightly lower percentages were cited for those who read 15-49 and 50 books or more.

Ennis (1965) used different breakdowns in his NORC survey. When summarized, the results indicated that somewhat over half (55 percent) of all book readers read less than six books in a six-month period and somewhat less than half (45 percent) read six books or more.

A Gallup Poll conducted in 1958, indicated that one in five (21 percent) Americans were "regular readers of books." Subsequent Gallup Polls of book readers were made in 1964, 1965, 1969, and 1971. The percentage of book readers in the population had, according to Gallup, increased to 26 percent.

The more recent (1975) Gallup Organization survey on the role of libraries in America reported results very similar to Ennis. It indicated that in a six-month period, three of every five (60 percent) book readers, read fewer than six books, and two of every five (40 percent) read six books or more.

A 1974 survey on American book readers by the Newspaper Advertising Bureau reported that three of every four (75 percent) Americans included reading as part of their leisure time activities, and that the number of heavy readers went up with education and income. Similarly, the number of those who spent most of their leisure time watching television went down as education went up. "Book purchasers

are likely to be better educated and more affluent," this survey reported. A 1975 Gallup Poll also supported the conclusion that book readers in America were largely upscale, i.e., young, college-educated, high income and white-collar.

Philip H. Ennis (1965) focused a study on "current readers." Basing his results on a 1,500 respondent survey he conducted for NORC, Ennis estimated the number of current readers in the population was 49 percent.

Another survey, A Study of Americans' Use of Time (1965-66) investigated how many Americans read some part of a book daily. It concluded that on any given day, 17 percent of the American population could be considered book readers.

More recently (1975), a Gallup Organization study found that among Americans, 85 percent had read in part or completely at least one book in the previous twelve months, and 56 percent in the previous month.

Asheim (1956) revealed that the more serious articles in newspapers, such as editorials and public affairs, were read much more frequently by the better educated. Newspaper readers on the lower end of the educational curve tended to use the newspaper for entertainment, sensational news and pictorial material.

Magazine reading revealed similar differences which seem to be correlated with sex, education and economic status. Women read advertisements more than men and tended

to prefer fiction to a greater extent than did men. Men enjoyed articles and stories about adventure, intrique, war, sports and those with historical and foreign locales.

With respect to book reading, women read more fiction than men; men read more books on business and public affairs. Women read more than men if education was held constant, which was a major correlate. The more educated women read the most among the women and the better educated men read more than the less well-educated women.

An analysis of the distribution of recreational expenditures compiled by the Department of Commerce (1953) showed the following:

Activity	Percent of Total Recreational Expenditure
1. Radio, TV, Musical Instrument	19.8
2. Spectator Amusements (movies, sports, etc.)	13.5
3. Magazines, Newspapers	12.5
4. Nondurable Toys	11.0
5. Flowers, Seeds	7.0
6. Sporting goods	6.7
7. Books, Maps	5.4
8. Participation Amusements	3.8
9. Gambling	3.6
10. All Other	16.6

Dale (1954) revealed that motion pictures, radio, television and reading all suffered from lack of feedback and opportunties for interaction. Of the different media, reading was the most versatile and the most transferable mode of communication.

Lazarsfield (1949) concluded that people who listened to news commentators on the radio were also more likely to read news magazines and, in smaller towns, subscribe to the Sunday edition of metropolitan newspapers.

People who read the more serious type of magazine were also likely to listen to the more serious type of radio program.

Women who were interested in the "true-fiction" type of magazine were also more interested in daytime serials and preferred the romantic type movies. People who never went to the movies at all were also likely to listen to the radio less.

If a book was turned into a motion picture, the people who read the book were more likely to see the movie and vice versa.

An interview survey of new readers living in ghetto areas of five large cities in the United States was conducted by Lyman (1972). She found that all the respondents watched television; 95 percent listened to the radio; 93 percent read newspapers, with half of these readers reading the newspaper every day; 88 percent read magazines; and 69 percent read books. The most popular magazines were Life, Look, Ebony, Jet, Reader's Digest and women's magazines. The favorite magazine stories were concerned with the lives of real people, adventure, crime, mystery, travel and romance.

Book readers reported reading two to five books within the past six months, covering a wide range of topics. Although there was diversity of reading interest, the three most popular titles were The Autobiography of Malcolm X, Soul on Ice and The Bible. Half of the 33 books most frequently reported being read were concerned with black literature and biography.

Sharon (1971) surveyed the reading habits of a national sample of 5,067 adults to determine what was being read--by whom, for how long, and for what reason. Sharon also attempted to determine how reading fit into a person's daily activities. The results indicated that reading was an ubiquitous activity of American adults. A substantial portion of the waking hours of many people was spent in reading, frequently during daily activities. Such activities included: working; shopping; attending school, church or the theatre; traveling or commuting; and recreational or free-time.

Most reading time was spent on newspapers, magazines, books and job-related matter. Many types of reading on which a relatively short time was spent, however, were an integral part of other activities of the individual. These types included reading street or traffic signs while traveling.

Although the average person read for almost two hours on a typical day, people differed greatly in the material that they read. People with high socioeconomic status tended to read more of all kinds of printed matter than those with low status. The five percent of all adults who were unable to read, had an extremely low socioeconomic status and frequently depended on others to read to them.

A national survey of the reading activities of adults was administered to 5,096 individuals by Murphy in 1973. His purpose was to determine "what, when, why and how often" adults read. Some basic conclusions were:

____ an average person read for almost two hours in a typical day.

____ most of the time was spent reading newspapers, magazines, books, and job-related matter.

____ five percent of all adults could read in the English language.

____ an individual's style of life as represented by socio-economic status was related to reading habits.

Murphy found that persons with a high socioeconomic status generally read more than those of a lower status. The findings should not be taken to mean that reading influenced socioeconomic status or vise versa. Rather, it led to the not too startling conclusion that persons in white-collar occupations who live in materially and educationally enriched environments, spent more time in reading, and read a greater variety of items than those in blue-collar occupations who were relatively poor and had little formal education.

Ngandu and O'Rourke (1979) distributed a questionnaire to 267 elderly people to gather specific information on reading habits such as reading materials, time spent on daily reading, reading interests, reading motivations, television viewing and preferred television shows.

The results showed the following:

____ the elderly subjects enjoyed reading.

____ they most frequently read newspapers and magazines.

____ the best sources of materials were subscriptions, churches and friends.

____ they averaged 2.4 hours of daily reading and 2.4 hours of television viewing.

____ the major reading interests were religion and news.

____ most subjects identified news/public affairs shows as their favorite television viewing.

____ the main motivations for reading were enjoyment and information.

The results of a survey of reading habits of Florida English teachers led Hipple and Giblin (1971) to conclude that the respondents were not reading widely in professional literature concerned with the teaching of English or with education in general. The teachers indicated if they were fimiliar with the listed journals and book titles related to the teaching of English and education. One-half of the titles were fictitious. Since the latter were not often selected, the results were considered to be valid. The best-known journals were the English Journal, and Today's Education. The most popular books were Burton's Literature in the Secondary Schools, Hoak's The Teaching of High School English, and Conant's The American High School Today. An examination of the data revealed an overall lack of professional reading by the English teachers in this study.

Mueller (1973) developed a questionnaire concerning leisure time activities to informally assess teachers' reading interests. It was administered to members of two reading methods courses, one at the graduate level and the other at the undergraduate level. The subjects were given a number of opportunities to select readings from among several choices or to respond to open-ended questions to identify the value of reading.

More than half of both groups preferred reading a popular book to seeing the corresponding hit movie. Only 23.5 percent of undergraduates and 50 percent of graduates preferred to spend an evening reading to watching television, with fewer than half of either group selecting reading the newspaper over watching the news on television or listening to it on the radio.

Undergraduates reported seeing more movies and graduates reported reading more books in the last three-month period. When asked how they spent their leisure time, approximately 40 percent of both groups rated reading as fourth or lower in a list of seven articles. The responses appeared to indicate that the subjects in this study valued reading only mildly in their professional or personal lives.

Weingartner (1974) questioned what English teachers specifically read personally outside of their required class assignments. He referred to a study done by Hipple and Giblin (1971) on the professional reading of English teachers in Florida. Of the 580 randomly selected English teachers, 306 responded to the questionnaire, including 261 with BA degrees, and 125 with MA degrees.

Fifty-six titles of professional books and magazines were listed. Twenty-eight were fictitious titles. Teachers responded on a 1-7 point scale which reflected at 1: I have never heard of this, to 7: I know it well or I own a copy. About half of the respondents claimed to have heard of or to have read parts of non-existent books.

Weingartner pointed out that as long as English teachers did not read, the autocrats would continue to invoke arbitrary requirements affecting what and how English teachers read.

Ladd and Lipset (1976) found that the periodical read by more college and university professors in the United States than any other, was Time, followed by Newsweek, and The New York Times. Faculty members at major universities preferred The New York Times, Time and Science in that order. Among cultural journals, Saturday Review, The New Yorker, and The New York Review of Books had the largest academic readerships. Science was the most widely read of the more

specialized journals. Journals emphasizing political opinion and policy analysis were read by a relatively small number of faculty members.

The frequency of readership for the 25 periodicals surveyed was not related to intellectuality, religion or social background. Activism was the only variable considered that had any relationship to the type of journal readership. The more a faculty member was trying to influence events in society, the more journals were read containing social, political, economic and cultural commentary. Those who read less widely were the academics or those who were bound by scientific demands to their disciplines. The academic discipline and the ideology of the professors were also factors determining the journals they read.

Mour (1976) explored the professional and non-professional reading habits of teachers through the administration of a questionnaire to a stratified random sample of 224 graduate students (202-female, 22-male) enrolled in a survey course in reading instruction at the University of Louisville. All but 17 of the participants classified themselves as classroom teachers. Ages ranged from 21-60, with 47 percent of the participants aged 20-25. Twenty-five percent were in their first year of teaching, while 50 percent had taught 2-5 years.

Results indicated the relative popularity of pragmatic educational journals. A majority of the subjects (52 percent) had read one or two unrequired professional books during the year prior to the study. Daily newspapers were read by 76 percent of the respondents. The majority of the respondents (N = 116) indicated reading one or two non-professional books a year; 12 percent had not read a book during the preceding year. Mour concluded that teachers were not avid readers.

Cogan and Anderson (1977) conducted a study to determine(1) which professional periodicals were most commonly read by elementary school teachers and(2) the relationships between reading practices reported by teachers and factors such as sex, age, professional degree attainment, present teaching position, teaching experience and availability of the periodical in a school library or reading collection.

The implications of the Cogan-Anderson study suggested that teachers appeared to read significantly more often those periodicals which gave pragmatic ideas that could be directly implemented in the classroom. The study also indicated a very high correlation between teacher relationship and whether the school library subscribed to the periodical. Lastly, the findings of the study showed that the variable age appeared to be a significant factor in the teachers' professional reading habits. The older teacher read more of the seven most read periodicals analyzed. The 20-30 year group tended to read less. The conclusion of the Cogan-Anderson study indicated more clearly than anything else that teachers did not do much professional reading at all.

Few research studies have reported on the amount of time that Americans spend on reading. "What Adults Read," a 1973 study by Amiel Sharon of Educational Testing Service, based on a national survey of 5,000 adults, concluded that on a typical day the average person reads for almost two hours. However, included in this study's definition of "reading" were all types of reading, not only books, magazines, and newspapers, but also signs, packages, and labels.

According to Publisher's Weekly (1977), book publishing had grown tremendously since 1945. The new titles published in that year

totaled somewhat over 5,400 and the new editions about 1,200. In 1977, the new titles published reached a total of 27,400 (five times the 1945 total) and the new editions 8,100 (almost seven times the 1945 total).

In the total output per capita, significant increases were also recorded. According to Publisher's Weekly, the ratio of new titles and new editions per capita increased from 0.046 in 1945 to 0.152 in 1977. But the actual number of books sold had not changed much in recent years. According to Book Industry Trends, published by the Book Industry Study Group in 1977, annual unit sales in the five-year period from 1972-1976 declined one percent-from 1,259,600 in 1972 to 1,243,700 in 1975.

The relative lack of growth in unit sales of books contrasted to an expansion in the number of bookstores in the past three decades. According to the U.S. Census of Retail Trade, in 1948 there were approximately 2,900 retail bookstores. By 1976, according to Printing and Publishing, the number of retail bookstores had quadrupled to 12,000 bookstores.

The character of retail book distribution had also changed. Supermarkets and drug stores were now distributing books, particularly paperbacks, to an increasing degree. The number of retail establishments specializing in paperback sales rose 2,500 percent from 1958 to 1978. The number of college bookstores increased more than 100 percent. Increasingly more important roles were also emerging by non-retail types of distribution, such as mail order and book clubs. According to Book Industry Trends (1977), during a five-year period from 1972 to 1976, the number of unit sales by general retailers increased 20 percent, and sales direct to consumers increased 8 percent. However, unit sales to

libraries and institutions decreased 15 percent, and to schools 17 percent. Similarly, unit sales to college bookstores decreased 9 percent.

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